

**2021 (Level 21) National Tsing Hua University (NTHU) Undergraduate Studies Division:
Graduating Students Learning Feedback Questionnaire**

Dear students,

National Tsing Hua University (NTHU) would like to use this survey to understand its graduating students' education and study experience in order to improve school management and operations, designing and planning courses and curriculum, and drawing up personnel cultivation policies.

This questionnaire is designed to refer to the College Student Experience Questionnaire (CSEQ) developed by Pace, C. R. & Kuh, G. D. (1998) and adopts the "12-Item Grit Scale" as well as "The Department of Education's Smart Life Integral Talent Cultivation Program - Subproject #2: The Teaching Evaluation Program on Cross-Disciplinary Core Competency." This questionnaire also includes the opinions of internal and external experts. This questionnaire applies to graduating students of our school.

Please fill out the questionnaire, in which you will need to provide us with your background information, your school learning expectations, experience and perceptions, and your plans for the future. Your feedback is precious to us; it will be used by NTHU to improve education and planning. We sincerely invite you to participate in this survey and help us provide a better undergraduate education.

The information provided by you will be used for academic purposes or school affairs-related research only. Other information users will not be able to identify you based on the information provided by you. We protect your privacy.

It takes about **30 minutes** to complete the questionnaire. If you have any questions, don't hesitate to contact us by e-mail (cirnthu@my.nthu.edu.tw). Thank you for your assistance.

National Tsing Hua University

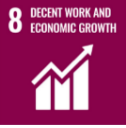
On 25 September 2015, the UN General Assembly adopted the "2030 Agenda for Sustainable Development." At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future.

The following questions are to enable us to understand the abilities you have acquired cognitive learning objectives of SDGs during your undergraduate studies. Please read each question carefully and choose the answer that best suits you according to your experience and viewpoint.

	SDG1 No Poverty End poverty in all its forms everywhere	Strongly agree	Agree	Average	Disagree	Strongly disagree
1. The learner knows about causes and impacts of poverty such as unequal distribution of resources and power, colonization, conflicts, disasters caused by natural hazards and other climate change-induced impacts, environmental degradation and technological disasters, and the lack of social protection systems and measures.						
2. The learner knows about poverty reduction strategies and measures and is able to distinguish between deficit-based and strength-based approaches to addressing poverty.						
	SDG2 Zero Hunger End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Strongly agree	Agree	Average	Disagree	Strongly disagree
3. The learner knows the main drivers and root causes for hunger at the individual, local, national and global level.						
4. The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets.						
	SDG3 Good Health and Well-being	Strongly agree	Agree	Average	Disagree	Strongly disagree
5. The learner knows facts and figures about the most severe communicable and noncommunicable diseases, and the most vulnerable groups and regions concerning illness, disease and premature death.						

6. The learner knows relevant prevention strategies to foster positive physical and mental health and well-being, including sexual and reproductive health and information as well as early warning and risk reduction.					
 SDG4 Quality Education Ensure inclusive and equitable quality	Strongly agree	Agree	Average	Disagree	Strongly disagree
7. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs.					
8. The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.					
 SDG5 Gender Equality Achieve gender equality and empower all women and girls.	Strongly agree	Agree	Average	Disagree	Strongly disagree
9. The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honor killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards) and understands the current and historical causes of gender inequality.					

10. The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.					
 SDG6 Clean Water and Sanitation Ensure availability and sustainable management of water and sanitation for all	Strongly agree	Agree	Average	Disagree	Strongly disagree
11. The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity.					
12. The learner understands that water is part of many different complex global interrelationships and systems.					
 SDG7 Affordable and Clean Energy Ensure access to affordable, reliable, sustainable and clean energy for all	Strongly agree	Agree	Average	Disagree	Strongly disagree
13. The learner knows about different energy resources – renewable and non-renewable –and their respective advantages and disadvantages including environmental impacts, health issues, usage, safety and energy security, and their share in the energy mix at the local, national and global level.					
14. The learner knows about harmful impacts of unsustainable energy production, understands how renewable energy technologies can help to drive sustainable development and understands the need for new and innovative technologies and especially technology transfer in					

collaborations between countries.					
 SDG8 Decent Work and Economic Growth Promote sustained, inclusive and sustainable economic growth, full and productive employment	Strongly agree	Agree	Average	Disagree	Strongly disagree
15. The learner understands the relation between employment and economic growth, and knows about other moderating factors like a growing labor force or new technologies that substitute jobs.					
16. The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.					
 SDG9 Industry, Innovation and Infrastructure Build infrastructure, promote inclusive and sustainable industrialization and foster innovation	Strongly agree	Agree	Average	Disagree	Strongly disagree
17. The learner understands the concepts of sustainable infrastructure and industrialization and understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization.					
18. The learner is aware of new opportunities and markets for sustainability innovation, resilient infrastructure and industrial development.					

	SDG10 Reduced Inequalities Reduce inequality within and among countries	Strongly agree	Agree	Average	Disagree	Strongly disagree
19. The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making. (E.g. economic, medical, international inequality)						
20. The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.).						
	SDG11 Sustainable Cities and Communities Make cities and human settlements inclusive, safe, resilient and sustainable	Strongly agree	Agree	Average	Disagree	Strongly disagree
21. The learner is able to evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction.						
22. The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.						
	SDG12 Responsible Consumption and Production Ensure sustainable consumption and production patterns	Strongly agree	Agree	Average	Disagree	Strongly disagree

23. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc.).					
24. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.					
 SDG13 Climate Action Take urgent action to combat climate change and its impacts	Strongly agree	Agree	Average	Disagree	Strongly disagree
25. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalyst, reinforcing factors for climate change.					
26. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.					
 SDG14 Life below Water Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Strongly agree	Agree	Average	Disagree	Strongly disagree
27. The learner knows the basic premise of climate change and the role of the oceans in moderating our climate.					
28. The learner understands threats to ocean systems such as pollution and overfishing and recognizes and can explain the relative fragility of many ocean ecosystems including coral reefs and hypoxic dead zones.					

	SDG15 Life on Land Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Strongly agree	Agree	Average	Disagree	Strongly disagree
	29. The learner understands the manifold threats posed to biodiversity (Like the Leopard cat), including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity.					
	30. The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife.					
	SDG16 Peace, Justice and Strong Institutions Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable inclusive institutions at all levels	Strongly agree	Agree	Average	Disagree	Strongly disagree
	31. The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.					
	32. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.					

	SDG17 Partnerships for the Goals Strengthen the implementation and revitalize the global partnership for sustainable development	Strongly agree	Agree	Average	Disagree	Strongly disagree
33. The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships.						
34. The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing.						